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ABSTRACT

The basic outline for a 16 sentence structured essay is a pattern that helps remedial writing students to improve their writing skills and that can be applied in the basic speech course and the remedial reading program as well. This document presents introductory comments about grading procedures for student essays based on the model and a collection of instructional materials that reflect its applications, including student writing samples, two writing exercises (putting 16 sentences in the proper order and filling in certain sentences that have been left blank in a prepared theme), an essay by Vance Packard compared with the model, and assignments and questioning techniques from a remedial reading course outline. (RL)

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CORE Program: An Interdisciplinary Approach to Remediation

Barbara J. Cicardo

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CS 203 953

reading assignments in the class are discussed in terms of this same general organizational structure. The outline of Vance Packard's long essay illustrates in what ways this technique is employed. In the case of this essay, paragraphs are used instead of the single sentences. The samples of student work illustrate several types of writing. These are early attempts to master structure, but they do indicate what can be accomplished as a start toward more complex writing.

Reading Assignments

The reading instructor's main task was to improve the reading skills of the students so that they appeared in class with some understanding of the material to be discussed. These reading exercises are similar to any that would be found in a beginning Reading course.

Coordination with other Subjects

The outline for the persuasive speech is a good pattern for the persuasive essay and is generally available in any beginning speech class. The coordination between developing this type of speech and writing a good essay was accomplished simply by having the student write out his essay from an outline which he had made in speech class. This exercise has the added advantage of underscoring the coordination between various disciplines. Math offers the least possibility of coordination except in exchange of word problems which the English instructors used to help the students to practice translating words to formula.

The 16 sentence structured essay is used in a variety of ways depending on the level of the class and the goals to be achieved by the end of the semester. For example, in a particularly poor class, two weeks might be spent working on the first four sentences and the development of the idea of these statements. Paragraphs two and three can be taught together; the time used to teach them varies. About two weeks should be spent just developing paragraph four. When this type of practice for structured writing is introduced, the whole pattern should be given and a whole essay should be developed on the first day. It is only broken up into parts as the student works on the ideas and the form one step at a time.

Some "game" exercises (mixing up sentences, putting them in the proper order, and f[illegible]ing in certain sentences in a pre-prepared theme) follow the student sam[illegible].

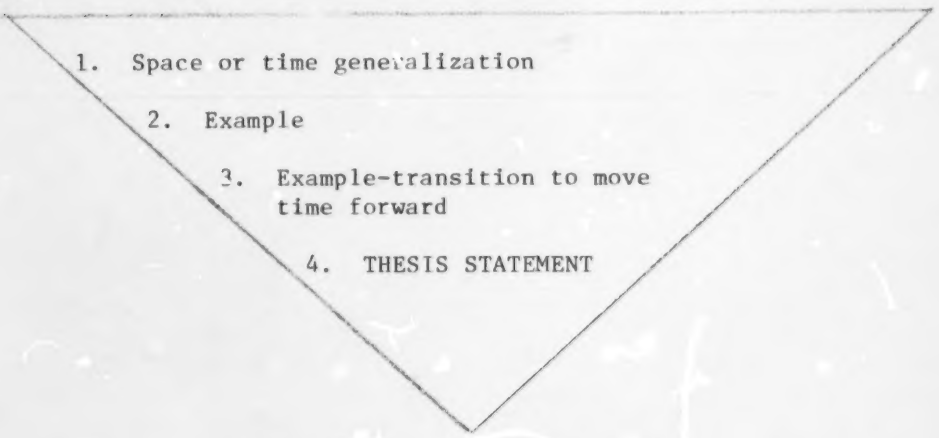
Grading Procedures

Four grades are assigned to each essay: content, form, mechanics, and style. Content and mechanics are obvious. Form, in this case, refers specifically to the carrying out of the sixteen sentence pattern. In this way, the student has something towards which he can aim in understanding these and supporting examples, etc. Style consists of diction, sentence variety, etc. The students have more sense of security at the beginning of the semester when they understand what goals are expected of them.

Expanding the Structure

After the student has mastered the basic sixteen sentence pattern, he is then free to expand his writing in any way he chooses so long as he continues to use logic, coherence, and the usual development of any well organized essay. Since reading is inextricably bound up with writing, the

NUMBER ALL SENTENCES. UNDERLINE THE GENERALIZATION IN EACH PARAGRAPH ONCE. UNDERLINE THE THESIS STATEMENT (4) TWICE.

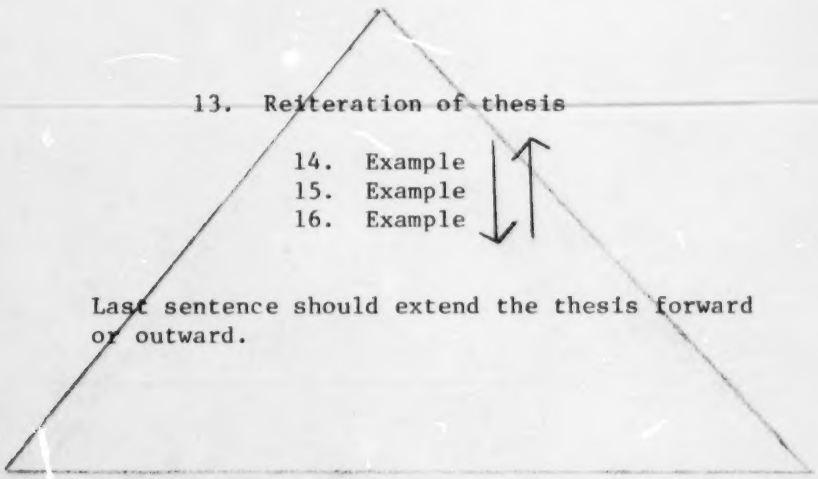


5. Generalization-supporting or explaining thesis
6. Example
7. Example
8. Example

NOTE: Examples should bring together the thesis paragraph and the next generalization

9. Generalization-supporting or explaining thesis
10. Example
11. Example
12. Example

NOTE: Sentences may begin with same form or may have variety introduced, depending on the stage of the writer's development.



SAMPLE

CATS

1. Since very early times, cats have apparently been kept as household pets. 2. In the "picture writings" in stone found in many early cultures, the cat is often shown in an everyday, household setting. 3. In later times, references to "the family cat" can be found in many stories and tales, right up to the present. 4. Not only in the past, but today, cats make just about as satisfactory a pet as can be found.

5. One reason for this is that cats are extremely self-sufficient. 6. They bathe themselves conscientiously. 7. They hurt their food, in the form of small rodents and insects, if they must, and can manage to survive quite a while "on their own" if they have a reasonable range. 8. They even seem to be able to cure themselves when they have minor wounds through licking them repeatedly and, in addition, when they have minor illnesses through selecting an appropiate "simple" (usually grass or weeds) which serves them as oil of speiac, as mustard in hot water, does us!

(The rest of the theme is finished as each individual and the group contributed)

9. Another reason cats are popular pets is that they are useful and entertaining companions. 10. A home with a cat in residence is seldom bothered by rodents or garden snakes. 11. A cat will also perform many amusing tricks from playing with a ball of yarn to performing acrobatic stunts worthy of the most daring circus performer. 12. In addition, on a cold winter evening, nothing is quite so cozy or friendly as a softly purring cat curled up on the hearth or in your lap.

13. Because cats are so independent, useful, and entertaining, they will probably continue to be popular as domestic pets. 14. In fact, the minimum care required for cats and their own cleanliness will contribute to their growing popularity with city dwellers who live in apartments. 15. Both the increase in the status of cats as pets and the resulting increase in their numbers have even provided an added stimulus to developments in the ares of veterinary medicine. 16. It is not impossible to imagine a creation of a "cat hospital" in the future, dedicated solely to studying and caring for these popular pets.

NOTE: The essay includes sentences of varying complexity. You may receive all five word declarative sentences, but if your student can write those sixteen sentences and develop his thesis logically, then you can add whatever complexity he or she is capable of achieving.

Place in the proper order.

1. From very early times, salt has been an important ingredient in man's life.

2. Another reason that salt is so important is its health and/or medicinal value.

3. The first idea that comes to mind about the importance of salt is its relation to food.

4. In the remains of ancient cities, archeologists have found this mineral among the "everyday" items in the houses.

5. Salt adds to the flavor and also helps preserve certain foods.

6. In addition, cleansing wounds and bathing sores with salt is an old and reliable "curing" method.

7. Because salt is an expected ingredient in our food and also a necessary useful health requirement, it will continue to be important in our everyday lives.

8. Through later periods of history, there have been many records such as recipes and home medicine books, which mention the use of salt.

9. Using saly to "cure" or keep food without refrigeration is a well known practice among campers and people who live in areas without electricity.

10. The high cost of food, especially meat, has made plain, less expensive items, such as spaghetti, more popular and, therefore, has increased the demand for seasoning.

11. Salt also keeps moisture in the body and is, therefore, a kind of thermostat which helps to keep our body temperature normal.

12. Not only in the past, but even today, salt is still a common and also necessary part of our everyday lives.

13. In the future, the uses of salt as a food and as a health item will be even greater as researchers discover more about this desirable and necessary common household item.

14. Many food items, such as bread, rice, gravy, and soup, would seem "flat" and tasteless without this seasoning.

15. In fact, with the increase in "back to nature" foods, salt as a perservative is in some cases preferred to chemicals.

16. Every person needs a certain amount of salt to keep the body chemistry in a healthy balance.

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THE NEED FOR EXERCISE

1. If given the opportunity, people have always endangered their health by eating too much and exercising too little.

2. _____.

3. Today many Americans have heart attacks because they are overweight and under exercised. 4. For good health every adult should follow a daily plan of exercise.

5. Many doctors recommend jogging as a particularly effective form of exercise. 6. _____.

7. Jogging also builds leg muscles. 8. _____.

9. _____.

10. It stretches arm and leg muscles. 11. _____.

12. Some swimmers say that water sports improve a person's coordination.

13. _____.

14. As people become more concerned with their physical well being, jogging and swimming will be joined by other forms of strenuous movement. 15. _____.

16. Some day even grandmothers may be running the four minute mile!

THE NEED FOR EXERCISE

1. If given the opportunity, people have always endangered their health by eating too much and exercising too little. 2. The ancient Romans indulge themselves with large banquets. 3. Today many Americans have heart attacks because they are overweight and under exercised. 4. For good health every adult should follow a daily plan of exercises.

5. Many doctors recommend jogging as a particularly effective form of exercise. 6. Heart patients jog because they need bodily movement which will strengthen the heart. 7. Jogging also builds leg muscles. 8. It can help a person lose extra pounds.

9. Another effective form of exercise is swimming. 10. It stretches arm and leg muscles. 11. It even reduces bulging waistlines. 12. Some swimmers say that water sports improve a person's co-ordination.

13. Because many Americans work in offices, they neglect the exercise necessary for being in good physical condition. 14. As people become more concerned with their physical well being, jogging and swimming will be joined by other forms of strenuous movement. 15. Some physical therapists predict a boom in the number of health spas and exercise clinics in the next few years. 16. Some day even grandmothers may be running the four minute mile!

CAUSE-EFFECT

1. Historians are always trying to find things in the past which have influenced the present. 2. In more recent times sociologists have tried to attach some motive to behavior or some reason why we act in the way we do. 3. External factors, such as material objects, wars, etc., also influence movements in society. 4. A good example of a historical event having impact on the present lives of Americans is the effect of the invention of the automobile.

5. In the 1920's when the automobile was becomming widely used, the crime rate increased greatly. 6. One reason for this is that it offered a faster and safer means of escaping after a crime. 7. It also made it possible for criminals to travel great distances from a crime without using public transportation and thus being caught. 8. Some sociologists even say that crimes such as murder increased because the automobile offered more opportunity for situations in which a body could be disposed of.

9. Besides the increase in crime, the car has had a tremendous effect on values. 10. Owning a certain model has become a status symbol in society. 11. Easy movement from one place to another has encouraged young people to leave home and "take the road." 12. Some people even say that morals have declined because of the opportunity to be without supervision which the automobile offers.

13. The increased production of the automobile shows that it is continuing to be a great influence on American life. 14. TV and movies indicate that the automobile still plays an important part in crime. 15. Ads tend to sell the idea that the automobile is also a status symbol. 16. An added complication in the use of the automobile in modern life is the pollution it creates as well as the traffic problems in the big cities, both of which affect present day life in an important way.

PERSUASION

1. All over the nation there is growing concern over the current "literary crisis." 2. National conferences are being held on college and high school campuses to study the problem and suggest solutions. 3. In our own local community, the problem of decreasing reading and writing skills must be recognized and responsibility for finding solutions has to be accepted. 4. To achieve these goals, educators and parents must become involved in helping to meet the "literary crisis."

5. Educators direct the process which is supposed to develop reading and writing skills. 6. They administer school systems. 7. They train the teachers who in turn are directly responsible for literacy in the classroom. 8. Educators are accepted as the people who are most professionally qualified to carry out the organization of the schools.

9. Parents also have the right and obligation to help in the "literacy crisis". 10. The home is the first place where ideas and attitudes about learning begin. 11. Children are only in school five to six hours a day and are at home many more hours; therefore direction from parents is extremely important. 12. Also parents should have a voice because they support education.

13. Cooperation of educators and parents is the only way to really help solve the literacy problem. 14. Reinforcement at home of what goes on in school is the only way to improve the situation. 15. Open discussion should be held in which educators and parents look at the facts and suggest possible solutions. 16. The final solution can only come when educators and parents are exchanging views and supporting similar goals in a unified effort.

COMPARISON-CONTRAST

1. Before the invention of movies, reading books was a favorite form of entertainment. 2. Even after movies became so popular, people continued to read books. 3. The next logical step was to make a film from some popular book, and people naturally compared the book to the movie and vice versa. 4. A greater understanding of the book-movie relationship can be gained from a comparison of the book Gone With the Wind to the movie which was adapted from it.

5. One major point of comparison was the characters for the film. 6. Vivien Leigh and Clark Gable became so popular as Scarlet O'Hara and Rhett Butler because they portrayed the characters as closely as possible to those in the book. 7. The film characters overshadowed those in the book so that readers think of them in terms of the way they are portrayed in the movie. 8. Seeing a character come alive also makes the descriptions of the book more real.

9. Other points of comparison between the book and the movie are the descriptions of the Civil War and life before and after in the South. 10. The book did allow the author to give the innermost feelings of different characters by straight narration or stream of consciousness about the horrors of the war. 11. The movie demonstrated these horrors with huge scenes of destruction, especially the burning of Atlanta. 12. The visual contrast before and after the war can be seen immediately in the movie while in the book more emotional reactions can be supplied by narration.

14. The book and the movie Gone With the Wind are both still popular and comparisons between them are still being presented. 14. Other TV and movie adaptations from books are becoming popular, for example, "Roots" and "Rich Man, Poor Man." 15. There are even books being written from the TV and movie versions. 16. Perhaps in the future, the interest in TV and movies will encourage the interest in reading books so that all of these arts will grow.

1. Since the time Shakespeare presented Hamlet men have been speculating about his characters. 2. In the writings of scholars since Elizabethan times, we find many articles on Shakespeare's Hamlet. 3. In later times, libraries abound in books that discuss this play. 4. Not only in the past, but today, Shakespeare's Hamlet makes a very interesting topic. (or) Not only in the past, but also today, Shakespeare's Hamlet provides useful and interesting possibilities for study.

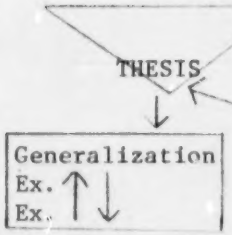
5. One reason for this is the inner conflict of the character, Hamlet. 6. By nature and training he is a sensitive, rational, and educated man who is faced with a problem which only apparently irrational action can solve. 7. To save his life, he kills Rosencrant and Guildenstern; and to avenge his father's death, he instigates a duel which ends in the King's, his mother's and his own death. 8. Hamlet's constant debate with himself and his subsequent actions create a fascinating drama which holds the audience's interest until the final resolution.

9. Another reason for the interest in Hamlet is the suspense in the play. 10. Waiting to see if and how Hamlet will avenge his father creates interest. 11. The final outcome for the whole country is not clear until the end. 12. In addition, the characterizations of the Queen and Ophelia create suspense because their guilt or innocence cannot be determined until later acts and scenes near the end of the play.

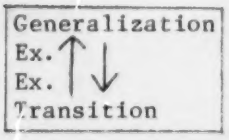
13. Because of Hamlet's inner conflict, its suspense and the interesting characters, the play will continue to be popular and writers will be drawn to it. 14. In fact, Hamlet's appeal to the psychological will contribute to its popularity with modern readers and writers. 15. Both the interest in psychoanalysis and man's subconscious as well as the enjoyment of a good plot being worked out will provide ever greater stimulus for the study of Hamlet. 16. It is not impossible to imagine Hamlet's being read and studied by persons taking interplanetary trips.

"The Hidden Persuaders" by Vance Packard

I. NUMBER ALL OF YOUR PARAGRAPHS

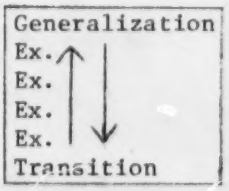


1. P1 Time generalization "For some years the Dupont Company has been surveying the shopping habits of American housewives in the new jungle called the supermarket.
   Next two sentences are examples.
   P2 THESIS The opening statements of the....

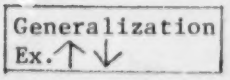


2. P3 IMPULSE BUYING-generalization
   P4 Examples-enlarging time and number generalizations
   P5 Examples-"Self gratifying" foods

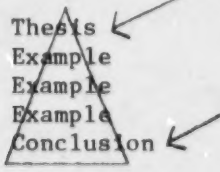
3. P6 Generalization-WHY PSYCHOLOGY
   P7 Ex.
   P8 Ex.
   P9 TRANSITION--Psychol. and the ad man -- turn in the examples



4. P10 PACKAGING-Generalization - eyecatching devices
   P11 packaging ex.
   P12 and P13 COLOR Ex.
   P14 Shelf arrangement Ex.
   Also P 15 Ex.
   P16 Ex. Transition -- good reverse--combines examples of merchandising - psychology - refers to the earlier transition P9 "People also are stimulated to be impulsive, evidently, if they are offered a little extravagence."



5. Generalization - Others-husbands and children P17
   P18 Transition Increase in food budget



6. P19 Opening out and reiteration of thesis
   P20 Ex. Insurance
   P21 Ex. Large staple items - TV
   P22 Ex. Purchasing of homes
   P23 Conclusion -- results and complications of impulse buying

Reading 200 - C.O.R.E.

STUDY GUIDE for: Thomas Edison, "The Woman of the Future" Good Housekeeping, October, 1913. (Popular Writing in America, pages 242-248

I. For this assignment, pre-read the article as usual (title, author, source, date, introduction, first two paragraphs, first sentence of each following paragraph, and last paragraph) but instead of answering questions that have already been constructed for each paragraph, construct your own question and answer for each. The types of questions you could formulate might begin with the following words:

??????????????Who What When Where Why How How much How many ????????

IMPORTANT!!!!!!!!!

You might have discovered by now the first sentence in each paragraph is not always the topic (thesis) sentence. Many times the "T" sentence appears at the end, somewhere in the middle, or not at all. Try to determine which (if any) sentence is the "T" sentence, underline it in your book, and construct your question for that sentence.

Use the rest of this page and the next one to do this assignment.

p. 242 Paragraph 1 ("The housewife . . . ")

p. 243 Paragraph 1 ("As we talked . . . ")

Paragraph 2 ("It may be a . . . ")

II. Analyzing Organization: Using the 16 sentence pattern learned in English class, write a summary of the article. You may use sentences from the article if they fit the pattern. Use the rest of this page and the back to complete this assignment.

The following questions are samples of what the reading teacher used. They do not contain all the questions that they gave them.

* See page 6

WHAT TO LOOK FOR IN NONFICTION

BIOGRAPHIES - LIFESTORY WRITTEN BY SOMEONE ELSE

Where and when did the subject of the biography sepnd most of his life?
What events of historical significance were occuring at the time?
Which of them did the subject help to shape?
What were some of the human elements in the subject's character?
Refer to home, life, friends, ancedotes.

There were additional questions similar to these.

AUTOBIOGRAPHIES - LIFESTORY WRITTEN BY PERSON HIMSELF

Practically all the questions on biographies would be used, except that those designed to test point of view and authentically would necessarily have to be directed at the subject himself; he would be responsible for his own material, having written it himself.

ESSAY COLLECTIONS

What were the chief subjects discussed? Now diverse were the points of view? Hos different the individual styles?

How scholarly did the writers seem to be? What evidence was there of professional trianing, extensive experience, wide travel, broad acquaintance?

There were additional questions similar to these.

GENERAL

1. The questions that follow would apply to books that are difficult to classify but are popularly read--those on political, social, psychological, or educational subjects; books on travel or real adventure; surveys of historical periods.
2. Why was this book written? How does it contribute to our culture? Was there a need for information in this area?
3. What was the major field of interest? How broadly was it covered? How authentic was the detail?

There were additional questions similar to these.

WHAT TO LOOK FOR IN FICTION

BACKGROUND

What significance is there in the historical period in which the story is set or in the places where most the action develops?

To what extent are the buildings, dress, habits, and language different from what you are familiar with?

PLOT

If both are present, how well are the story lines and the subplots interwoven?

What is the likelihood that the events could have taken place in real life, with or without the coincidences the author used to turn this plot?

There were additional questions similar to these.

CHARACTERS

Who are the main characters? Are they like real people? Of whom do they remind you--friends, classmates, family, prominent people, motion picture or television stars? Why?

Which are the most interesting? Why? Which remind you of yourself? How?

Do some of the characters seem to develop and change as the story progresses, or do all remain about the same from beginning to end? Support your conculsions by specific references.

What are the strengths and weaknesses of the central characters? What incidents prove that your judgment is acurate?

To what extent does the personality of any character determine his or her success or failure?

Which character did you like most and which did you dislike? Give reasons for your choice.

Which ones helped you understand people you know as little better than before? Explain.

There were additional questions similar to these.

THEME

What do you suppose was the author's main reason for telling this story-to amuse, preach, convert, criticize, shock, seek solution to a social problem, simply gratify your desire for adventure, instruct?

What life experience was the author trying to explain?

What was the main point of the story, expressed in a single sentence?

There were additional questions similar to these.

STYLE

How well does the author present his scenes? How much do you fell like an eyewitness? How does he accomplish his effects--unusual word choices, vigorous modifiers and verbs, colorful figures of speech, dramatic arrangement of emphasis, striking detial, stark simplicity, sparkling dialogue, historical accuracy, extraordinary insight, expressionistic flashes, gripping suspense? In each instance, cite specific passages to support your choices of characteristics of the author's style.

What do you think of the sentence structure? Were many sentences too long, too short, unclear, irrelevant or were they well-diversified, succinctly worded, constantly moving both in pace and mood, almost always appropriate to background, character, and thematic development? Again, make specific references to the text?

There were additional questions similar to these.

GENERAL

In what ways did the author succeeed in making you change your viewpoint toward certain types of groups of poeple? To what extent did he help you eliminate some prejudices you had before?

How significant was the theme in relation to world or life problems?

How much of the author's life is reflected in the background, plot, themes, and choice of characters?

How would you compare this story to another somewhat like it that you read previously?

What chance does the story have of becoming a classic, if it hasn't already become one?

ADDITIONAL QUESTIONS ON A NOVEL

How would the story rutn out as a play? motion picture?

How much of the book could have been eliminated if the author had been more economical in his writing?

There were additional questions similar to these.

ADDITIONAL QUESTIONS ON SHORT STORIES

What single mood was created? Cite at least five style devices that helped achieve this purpose.

Toward what single effect did the story point-mystery, horror, sadness, humor, romance. Explain.

There were additional questions similar to these.

ADDITIONAL QUESTIONS ON A PLAY

How imaginative was the suggested (or actual) scenery? Would a few more sets have improved the progress of the story? Why?

How effectively did each ct or scene end on a chappenging note and set you up for what was to follow?

What well-known actors or actresses would you have chosen for the major parts if you had been a producer?

To what extent would the story have been told better in the novel form?

There were additional questions similar to these.

ADDITIONAL QUESTIONS ON A NARRATIVE POEM

What rhythmic pattern was used? How effectively did this pattern contribute to the movement of the poem? What changes would you have suggested to the poet?

If the lines rhymed, how well did the scheme fit into the mood and tone? To what extent would the story have progressed more smoothly if the poet had used blank verse?

III. Vocabulary Study:

This section of your study guide is also different from what you have done in the previous guides. You have now progressed to the point where you can make some "educated guesses" as to the meanings of many words. Using the context for general meaning and the word structure (which is done for you) for a more specific meaning, jot down what you think the word means before using the dictionary to discover the "true" definition and whether or not your guess was right, partially right, or totally wrong. The first one is done for you.

In ranking how right your guess was, use:

1 = right
2 = almost right
3 = totally wrong

Page	Word	Context	Structure/Origin	Guess	Definition	Rank
242	drudge,n.	neither a slave nor a drudge nor a domestic laborer	OE dreogan: to work			
243	handmaidens,n.	at her service	maid/aid			
243	aggregate,n.	a large portion	L aggregare: to add to			
243	concord,n.	with	L con: together ant. discord			
243	suffrage	workers	L suffragium: vote			
243	wrath	will rise	syn. anger			
243	aesthetic	kind of brain development	Gk aestheta: to perceive			
243	ultimately	will come of it	L ultimas: last, final			
243	requisite	the first	L requisitus: essential, necessary			
243	dynamo	and the gasoline engine	Gk dunamo: power			
243	supplanted	electricity the broom and dustpan	L supplantare: to overthrow			
243	contrivances	effective, mechanical	L com: together Gk tropos: turn			
243	boon	the vacuum cleaner	ON bon: prayer, request			
243	patent	washers	L patere: to be open			
243	economy	of fabric	Gk oikonomous: household manager			